

Lockport City School District
ELA Grade 5
Unit 4
Aligned to the Common Core 2011-2012

Unit 4 Title: What is your “Milky Way”?

Rationale: Students who are college and career ready value evidence, build a strong knowledge base related to science content, comprehend and evaluate, and use technology strategically to research, organize, and write informative text to convey ideas and information clearly.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading for Literature

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2)
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10)
- Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, or cultural perspectives, eras, personal events, and situations. (RL.5.11 a-b)
 - Self-select text to develop personal preferences regarding favorite authors.
 - Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.

Reading for Information

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (RI.5.4)
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently. (RI.5.7)
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10)

Reading Foundational Skills

- Know and apply grade–level phonics and word analysis skills in decoding words. (RF.5.3a)
 - Use combined knowledge of all letter – sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Read with sufficient accuracy and fluency to support comprehension. (RF.5.4a-c)
 - Read grade level text with purpose and understanding
 - Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2a-e)

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.(W.5.7)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.(W.5.9)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences (W.5.10)

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1 c, d)
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2 a-e)
 - Use punctuation to separate items in a series.
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. (L.5.4 a-c)
 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*) (L.5.6)

Speaking and Listening

- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)

ESSENTIAL QUESTIONS:

- Why are people motivated to seek answers about our world?
- How does technology help adventurers reach new places?
- How does newly acquired information inspire new questions?
- What qualities does an explorer possess?
- What is the impact of exploration?

BY THE END OF THIS UNIT, STUDENTS WILL KNOW: (What do I need to teach?)

- **Strategies for determining the following when reading informational text:** how to use evidence to support what is said explicitly and what is inferred, how to quote information effectively, how to identify main ideas and key details, how to use multiple sources of information to learn something

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO: (What do I need to model, coach the development of, and ask students to perform/do?)

- **From informational text read:** Quote accurately, Draw inferences, Identify main idea and key details, Use multiple sources, Compare and contrast, Cite evidence, Domain-specific words, Determine theme, Recognize point of view, Compare/contrast similar themes/topics, Make connections,

<p>new, how to compare and contrast, how to use domain-specific words to better understand content, how to determine theme, recognize point of view, compare/contrast similar themes/topics, make connections, self-select text, and determine author's purpose, and explain relationships</p> <ul style="list-style-type: none"> • From narrative text read: how to determine theme, recognize point of view, compare/contrast use of story elements, make connections, self-select text, and determine author's purpose, summarize narrative text read aloud. • Strategies for writing informative/explanatory text: • Strategies for selecting appropriate research and publication tools online. • Strategies for applying and improving use of conventions: • Strategies for demonstrating language skills: how to expand/revise sentences or ideas, how to determine the meaning of words using Greek and Latin affixes and roots, how to use domain-specific words/phrases 	<p>Self-select text, Determine author's purpose, Explain relationships</p> <ul style="list-style-type: none"> • From narrative text read: Determine theme, Recognize point of view, Compare/contrast similar use of story elements, Make connections, Self-select text, Determine author's purpose, Summarize narrative text read aloud • Write informative/explanatory text to convey ideas clearly, support points/ideas with evidence, use domain-specific words • Use internet to research and publish writing. • Apply conventions of Standard English, including punctuation, sentence structure, grammar, and spelling. • Demonstrate speaking, listening, and collaborative learning skills: Communicate different perspectives, Express ideas, Include multimedia, Collaborative discussions, Report relevant theme
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PHASE TWO: ASSESSMENT EVIDENCE	
Which Common Core Standard(s) for Literacy are formally assessed within this unit? RI.5.1, RI.5.2, RI.5.3, RI.5.7, RI.5.10, W.5.2 a-e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.9, W.5.10, SL.5.5	
Post-Assessment Task: Unit 4 Culminating Task	Formative Assessment Process:
What will the students do or produce to demonstrate their understanding and abilities?	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
Students will..... <ul style="list-style-type: none"> • Engage in the investigation of various pieces of expository text that present readers with science related themes and topics. They will use their <u>note-sheets</u> to capture main ideas and details. Quote accurately from the text while doing so. (RI.5.10)(RI.5.2) (W.5.7)(RI.5.1) • Analyze the information gathered from various sources and organize usable facts to write an informational essay. (RI.5.3) • Engage in prewriting and then compose a written draft detailing the science related topic of choice. (W.5.2 a-e) (W.5.4) • Use a <u>criteria-specific rubric</u> to self-assess. (W.5.5) (W.5.10) • Timed Task: Use note sheets to draft a <u>summary</u> of what was learned from their research. This will be submitted 	Teacher will..... <ul style="list-style-type: none"> • Provide access to various print and digital resources relevant to regions of the United States. • Demonstrate how to quote accurately from text. • Provide time for writers to complete the timed writing task, independently. <i>Do not provide any support.</i> Collect. • Capture findings/data from timed writing task, using the approved rubric. • Use these findings to inform instruction, revise curricula, and coach individual writers. • Provide writers criteria-specific feedback on timed writing task. Require revision. • Coach writers to complete an informational essay, using what was learned from research. • Support them as they engage in self-assessment and peer review.

to the teacher for baseline assessment purposes. (RI.5.2)(RI.5.10) (W.5.7) (W.5.2 a-e)

- Revise draft in response to teacher feedback. (W.5.5) (W.5.10) (W.5.2a-e) (W.5.4)
- Use summary to draft a complete informational essay. (W.5.2a-e) (W.5.9b)
- Use a criteria-specific rubric to self-assess. (W.5.5) (W.5.10)
- Engage in peer review, capture reflections from peer review on their note sheets. Revise draft in response to feedback from teacher and peers, and self-assessment. (W.5.5) (W.5.10) (W.5.2a-e) (W.5.4)
- Explore and evaluate various multimedia outlets for their work and select one that is appropriate to their purpose, task, and audience. (RI.5.7)
- Respond to feedback provided by teacher as they revise their informational essay and use their selected multimedia tool to prepare for publication. This final product will be submitted to the teacher for a grade. (W.5.5) (W.5.10)
- They will publish their informational essays and attempt to persuade an audience that will benefit from it beyond the teacher or class, using an appropriate multimedia outlet. (SL.5.5)

- Require them to revise.
- Help writers evaluate and select appropriate multimedia tools for the publication of their pieces.
- Connect writers to their intended audiences and support them as they share their informational essay as well as information that might persuade an audience.

PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Target comprehension, fluency, listening and speaking and/or language skills	Textbook Leveled Readers Selection Tests RUBRICS CHECKLISTS ANNOTATED RECORDS
Shared Reading and Listening to Audio Versions	<ul style="list-style-type: none"> • Identify Main Idea • Find relevant details • Draw inferences • Compare and contrast • Determine/Analyze central theme • Making text-to-text connections • Making text-to-self connections • Use/create graphic sources • Label domain-specific words appropriately • Cause and effect • Ask questions • Author's purpose 	Self-selected texts Series main selections <ul style="list-style-type: none"> • The Three-Century Woman (5.1) • The Unsinkable Wreck of the R.M.S. Titanic (5.2) • Talk with an Astronaut (5.3) • Journey to the Center of the Earth (5.4) • Ghost Towns of the American West (5.5) *Selection Test* Leveled Readers RUBRICS CHECKLISTS ANNOTATED RECORDS
	<ul style="list-style-type: none"> • Identify Main Idea • Find relevant details • Draw inferences • Compare and contrast • Participate in discussions • Making text-to-text connections • Making text-to-self connections • Connect domain-specific words • Cause and effect • Ask questions • Use of variety of genres 	<u>Suggested Texts:</u> Chapter Books: <ul style="list-style-type: none"> • <i>Journey to the Center of the Earth</i> by Jules Verne (Annotated version) • <i>Around the World in Eight Days</i> by Jules Verne • <i>20,000 Leagues Under the Sea</i> by Jules Verne • <i>White Fang</i> by Jack London • <i>Adventure at the Bottom of the world, Adventure at the Top of the World</i> by Shelley Gill • <i>Have Spacesuit, will Travel</i> by Robert Heinlein RUBRICS

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		CHECKLISTS ANNOTATED RECORDS
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